

Blurring Boundaries: Creating Opportunities for School-University Partnerships
School-University Partnership Facilitated Work Session
Friday 2:00 PM – 3:45 PM

“Wrapping the knowledge base around the problems of practice”

2:00 – 2:10	Overview of the Session Framing the work of school-university partnerships
2:10 – 2:35	Problem of Practice Statements Each team will have <u>10 minutes</u> to identify a spokesperson, write the problem of practice statement on poster paper, and frame a one minute statement of the team’s problem. Each team’s spokesperson will share the <u>one minute</u> statement of the problem or practice.
2:35 – 3:15	Team Work Session: Examination of the Problem of Practice Discussion, analysis and unpacking of the problem of practice from different points of entry: <i>What are the strengths that are created by the partnership that facilitate constructive approaches to the problem of practice?</i> <i>What mutually beneficial opportunities (real or for the moment imagined) that can be created through the collaborative bases of the partnership?</i> <i>What would be evidence or artifacts of success in mutually beneficial ways in work around the problem of practice?</i> <u>Summary statements to share:</u> A core <u>strength</u> created by working the problem of practice in partnerships? A core mutually beneficial <u>opportunity</u> created by virtue of the partnership? A core piece of <u>evidence or artifact of success</u> that the partnership made possible? Each group will have <u>two minutes</u> to summarize the discussion and share core take-aways
3:15 – 3:30	Sharing core take-aways from the group discussions
3:30 – 3:45	Collective Comments and Insights Next steps (Saturday 9:30 – 10:15) What questions do you have for other teams and partnerships that might be beneficial in your local partnership work? What core statements would you like to explore further with other partnerships?

Helpful language: School-university partnerships, simultaneously renewal, and mutually beneficial agendas

(Generalized to educator preparation, practice, professional development, policy)

“Democratizing Teacher Education”

Ken Zeichner, Katherine A. Payne, and Kate Brayko

Journal of Teacher Education 2015, Vol. 66 (2)

In our view, the preparation of teachers for a democratic society should be based on an epistemology that in itself is democratic and includes a respect for and interaction among practitioner, academic, and community-based knowledge. This vision reflects the concept of “leveling” that can occur in “third spaces” or contexts in which individuals surrender outward status and come together to engage more as equals. (p. 124)

Assuming that the knowledge and expertise needed by teacher candidates is located in schools, colleges, universities and in and among communities, and that the key problem of teacher education is to figure out how to provide teacher candidates with access to and mediation of this needed expertise from these different systems, the concepts of “horizontal expertise,” “boundary crossing/boundary-zones,” and knotworking” have proved particularly useful in theorizing the hybrid relationships. (p.125)